

District Profile Of Needs

Jan. 2002

Lone Tree Community School

COMMUNITY SCHOOL DISTRICT 2001-2002

Date of Next Site Visit 2006

GOALS

Student Learning Goals	<p>All Lone Tree Graduates will be.....</p> <ul style="list-style-type: none"> • Knowledgeable Persons • Communicators • Self-Directed Learners • Decision Makers • Collaborative Contributors to the Community • Technology practitioners <p>(CSIP p. 5)</p>
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	Realize one year’s growth in the Iowa Grade Equivalency score on the ITBS/ITED for grades 4, 8, 11. (CSIP p. 30)	Realize one year’s growth in the Iowa Grade Equivalency score on the ITBS/ITED for math in grades 4, 8, 11. (CSIP p. 30)	Realize one year’s growth in Iowa Grade Equivalency score on the ITBS/ITED for students in grades 4, 8, 11. (CSIP)		

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (most recent)	AIG: Reading Realize one year's growth in either the Iowa GE score on the ITBS/ITED for grades 4, 8, 11.	AIG: Mathematics Realize one year's growth in the Iowa GE score on the ITBS/ITED for math in grades 4, 8, 11.	AIG: Science Realize one year's growth in Iowa GE score on the ITBS/ITED for students in grades 4, 8, 11		
Annual Improvement (last year)	ANNUAL IMPROVEMENT GOAL FOR READING: Realize at least one year's growth in either the Iowa grade equivalency score on the ITBS, or locally administered assessment to determine grade equivalency for all first through fourth grade students.	ANNUAL IMPROVEMENT GOAL FOR MATHEMATICS: Realize at least one year's growth in the grade equivalency on the ITBS in the area of math computation for fourth first through eighth grade students.	ANNUAL IMPROVEMENT GOAL FOR SCIENCE: not specified		
Staff Development	Professional Development Model Four Week Cycle W 1: Large group study W 2: Clarification Study W 3: Study Group W 4: Other Grouping				
Assessment Method	A Model for Action Research <ul style="list-style-type: none"> • Determine student need • Develop goals that address those needs • Conduct research • Develop a plan of action • Implement action plan • Assess action • Revise plan as needed 				

ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning	Administrative Team Goal: implement a long-range data collection process for school improvement; <ul style="list-style-type: none"> • on-going needs assessment • shared decision making process • Develop a structure of operation that includes the Board, administration, school community & building team • Involve parents & staff in goal setting and action planning: focused on student achievement 			
(2) Professional Development Services	District Goal: Lone Tree will improve its professional development program for teachers. <ul style="list-style-type: none"> • Inservice on Framework for Teaching • Focus on Action Research as method of study/development. • Opportunities for Phase III funds • Mentoring program • Induction Program • Develop evaluation program congruent with mentoring/induction programs. 			
(3) Curriculum, Instruction and Assessment Services	District Goals: develop quality assessment measures of student achievement and an accountability and reporting system <ul style="list-style-type: none"> • Assessment training • District-wide assessment plan • Develop local assessment in reading & math • Determine proficiency levels • Test alignment for ITBS & ITED • Curriculum Mapping Project • Develop curriculum guides • Refine standards & benchmarks • Develop pretest-posttests based on district standards and benchmarks 			

(4) Diverse Learning Needs	<ul style="list-style-type: none"> • Implement an At-Risk program • Build more successful TAG program • In service staff on special needs students: IEP process, differentiation of instruction, Title 1 students 			
(5) Inclusive Schools				
(6) Media Services	<ul style="list-style-type: none"> • ICN Course provisions 			
(7) School Technology	<ul style="list-style-type: none"> • Offer courses via the ICN • Paraprofessional on staff to supervise the ICN • Rewrite technology plan • Stress technology literacy, integrate technology into instructional delivery 			
(8) Leadership Services				
(9) Management Services				

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning	<ul style="list-style-type: none"> Needs Assessment for School Improvement Support in developing community information regarding Bond proposal 			
(2) Professional Development Services	<ul style="list-style-type: none"> In service for special education teachers; IEP development including options for answering questions in accommodations section of the IEP. Support to secondary special education teachers regarding transition IEP writing. Support to district records technicians regarding special ed. Student records 			
(3) Curriculum, Instruction and Assessment Services	<ul style="list-style-type: none"> Staff in all departments will develop curriculum maps and guides Teachers need to align instruction and assessment with standards and benchmarks 			
(4) Diverse Learning Needs	<ul style="list-style-type: none"> TAG teachers are new and need continuing support New special education staff may need support Principals and selected staff will need information regarding the “Solution Focused Process” 			
(5) Inclusive Schools				
(6) Media Services	<ul style="list-style-type: none"> Information about ProQuest, Ebsco and Marco Polo need to be obtained 			
(7) School Technology	<ul style="list-style-type: none"> USF application and technology planning 			

(8) Leadership Services	<ul style="list-style-type: none"> • Plan for administration and staff participation in GWAEA in services and workshops • Mentoring, teacher evaluation, etc. 			
(9) Management Services	<ul style="list-style-type: none"> • Computer maintenance information 			

STUDENT ACHIEVEMENT DATAFor
READING, MATH AND SCIENCE**READING: % of students in the Low Achievement category**

4 th Grade - 98-99: 35.5%	8 th Grade - 98-99: 30.6%	11 th Grade - 98-99: 29%
99-00: 37.9%	99-00: 27.8%	99-00: 21%
00-01: 32.4%	00-01: 31.4%	00-01: 26%

MATHEMATICS: % of students in the Low Achievement category

4 th Grade - 98-99: 29.8%	8 th Grade - 98-99: 26.2%	11 th Grade- 98-99: 28%
99-00: 20.7%	99-00: 30.6%	99-00: 26%
00-01: 22.2%	00-01: 32.7%	00-01: 31%

SCIENCE: % of students in the Low Achievement category

4 th Grade	8 th Grade	11 th Grade
99-00: 20%	99-00: 28%	99-00: 15%
00-01: 18.2%	00-01: 31.6%	00-01: 16%

ADDITIONAL STATE INDICATORS

N/A % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

N/A % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

N/A % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

N/A % Core Program of Studies – The percentage of high school graduates who completed a core program of four years of English/Language Arts and three or more years each of Math, Science and Social Studies.

FEEDBACK FROM LAST APR

District: _____